

# MATHEMATICS CURRICULUM

## Rationale

Students with different abilities, needs, and interests need to be able to use mathematics in their personal life. Mathematics is used in daily life as well as in the workplace. All students deserve to understand the power of mathematics. Students need to solve problems encountered in daily life and to predict future needs or outcomes. Students with severe disabilities are able to build on the following long-range outcomes through the mathematics curriculum:

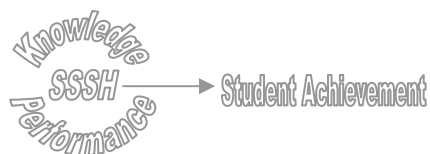
- Select and use a variety of tools to measure
- Learning concepts and skills in order to apply them to problem solving in and outside school
- Use comparison, sequencing, counting, and classifying to solve problems in daily life and in the work force
- Predict future needs through mathematics
- Follow a routine to participate in daily life
- Participate in daily life through the use of technology
- Learn and use signs, symbols and specialized terms of mathematics in communication

## PURPOSE

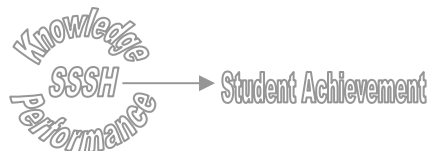
Mathematics enables students to fulfill personal ambitions and career goals in an ever-changing world. The mathematics curriculum requires participation in learning, connection to other curriculum areas, using technology, and generalization into the community. Students need to know how to apply mathematical skills and knowledge and when to apply them. These priorities focus on the attainment of graduate goals and the Show-Me Standards identified throughout the Mathematics Curriculum.

## CONTENT DESCRIPTION BY GRADE LEVEL SPAN

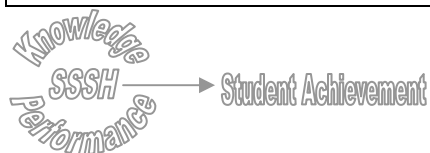
Grade levels are divided into three segments; kindergarten-fifth grade; sixth-eighth grades and ninth-twelfth grades. Grade twelve can last up to four years. The mathematics curriculum is cumulative in that skills learned during the K-5 years are expanded during the 6-8 grades and then the skills are then again expanded upon in the 9-12<sup>th</sup> grades. It is also nonlinear in that perhaps not every student will master every essential skill identified during the K-5 years, yet s/he could learn a skill identified as a 9-12 skill. The curriculum follows a learning progression *and* we recognize that each student will accomplish the graduate goals by different means (goals mastered).



|   |             |  |   |  |
|---|-------------|--|---|--|
| Grades<br>K-5   | Mathematics | <u>Show-Me Standard:</u> M-1 Addition, subtraction, multiplication, and division; other number sense, including numeration and estimation and application of these operations and concepts in the workplace and other situations.  |   |  |
|   |             | <u>Alternate Framework Standard:</u> FM-1 Counting and grouping strategies used to solve problems encountered in the activities of daily living.   |   |  |
|   |             | <u>Graduate Goal 4:</u> All graduates will use direct observation or personal experience to solve a problem or complete a task.  |   |  |
|   |             | <u>Graduate Goal 5:</u> All graduates will follow an object, picture, symbol, or a written routine.  |   |  |
| What All Students Should Know   |             | What All Students Should be Able to Do   | Learning Activities   |  |
| By the end of 5th grade, the student will:<br><br>Use 1 to 1 correspondence.<br><br>Recognize more and less.<br><br>Recognize ordinal position first, last. |             | By the end of 5th grade, the student will:<br><br>Goal 1 F-6 Recognize patterns and relationships.<br><br>Goal 1 F-4 Participate in activities using technological tools to locate, select, and organize information.<br><br>Goal 3 F-2 Apply strategies developed through instruction or observation to solve a problem or complete a task.<br><br>Goal 3 F-3 Apply strategies developed through personal experience to solve a problem or complete a task. | <b>TEACH Manual:</b><br>Volume I, American Flag, Weather, Catch Basket, Apple Fractions<br>Volume II, Balloon Exercise, American Cowboy, Thanksgiving, Colors<br>Volume III, C-7, C-11, F-10, F-13, K12<br><br><b>Computer Assisted Instruction:</b><br>Sesame Street Numbers®<br>Millie's Math House®<br>IntelliPics®<br><br><b>Assistive Technology:</b><br>Calculator<br>Touch Window®<br>IntelliKeys®<br>Switch<br>KE:NX® |  |
| Assessment of Student Performance: How the student performance will be assessed.  |             |  |   |  |

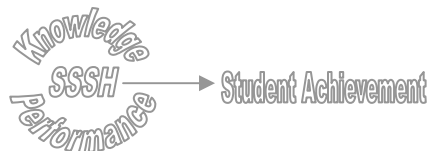


|  |             |   |   |  |
|--|-------------|---|---|--|
| Grades<br>6-8  | Mathematics | <u>Show-Me Standard:</u> M1 Addition, subtraction, multiplication, and division; other number sense, including numeration and estimation and application of these operations and concepts in the workplace and other situations.  |   |  |
|  |             | <u>Alternate Framework Standard:</u> FM-1 Counting and grouping strategies used to solve problems encountered in the activities of daily living.  |   |  |
|  |             | <u>Graduate Goal 4:</u> All graduates will use direct observation or personal experience to solve a problem or complete a task.   |   |  |
|  |             | <u>Graduate Goal 5:</u> All graduates will follow an object, picture, symbol, or a written routine.   |   |  |
| What All Students Should Know  |             | What All Students Should be Able to Do  | Learning Activities   |  |
| By the end of 8 <sup>th</sup> grade, the student will:<br><br>Count with 1 to 1 correspondence to get a specific number of items.<br><br>Demonstrate knowledge of ordinal positions by following directions including first, second, third, etc. |             | By the end of 8 <sup>th</sup> grade, the student will:<br><br>Goal 1 F-4 Participate in activities using technological tools to locate, select, and organize information.<br><br>Goal 3 F-2 Apply strategies developed through instruction or observation so solve a problem or compete a task. | <b>TEACH Manual:</b><br>Volume I, In My House<br>Volume II, Turkey Soup Math, Collage Math, Turkey Hunt Math<br>Volume III, A-9, D-7, D-80, E-11, F-10, F-13, F-15<br><br><b>Computer Assisted Instruction:</b><br>Kid Pix Studio®<br><br><b>Assistive Technology:</b><br>Touch Window®<br>IntelliKeys®<br>Switch<br>KE:NX® |  |
| Assessment of Student Performance: How the student performance will be assessed.   |             |   |   |  |

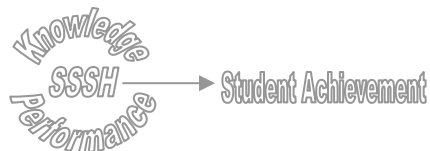


|  |             |   |   |  |
|--|-------------|---|---|--|
| Grades<br>9-12   | Mathematics | <u>Show-Me Standard:</u> M1 Addition, subtraction, multiplication, and division; other number sense, including numeration and estimation and application of these operations and concepts in the workplace and other situations.  |   |  |
|  |             | <u>Alternate Framework Standard:</u> FM-1 Counting and grouping strategies used to solve problems encountered in the activities of daily living.  |   |  |
|  |             | <u>Graduate Goal 4:</u> All graduates will use direct observation or personal experience to solve a problem or complete a task.   |   |  |
|  |             | <u>Graduate Goal 5:</u> All graduates will follow an object, picture, symbol, or a written routine.   |   |  |
| What All Students Should Know  |             | What All Students Should be Able to Do  | Learning Activities   |  |
| By the end of 12 <sup>th</sup> grade, the student will:<br><br>Use one to one correspondence skills for daily living, vocational, leisure.<br><br>Use ordinal positions for daily living, vocational, and leisure tasks. |             | By the end of 12 <sup>th</sup> grade, the student will:<br><br>Goal 1 F-4 Participate in activities using technological tools to locate, select, and organize information.<br><br>Goal 1 F-10 Generalize acquired skills across environments.<br><br>Goal 3 F-3 Apply strategies developed through personal experience to solve a problem or complete a task. | TEACH Manual:<br>Volume III, B-11, C-7, F-13, H-5, K-6<br><br>Computer Assisted Instruction:<br>IntelliPics®<br><br>Assistive Technology:<br>Calculator<br>Math Safari®<br>Touch Window®<br>IntelliKeys®<br>Joy Stick |  |
| Assessment of Student Performance: How the student performance will be assessed.   |             |   |   |  |

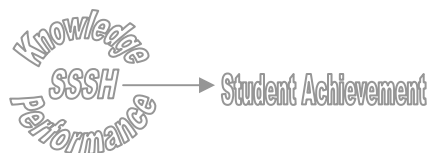
|   |             |  |   |  |
|---|-------------|--|---|--|
| Grades<br>K-5   | Mathematics | <u>Show-Me Standard:</u> M2 Geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes.  |   |  |
|   |             | <u>Alternate Framework Standard:</u> FM-2 Applying basic concepts related to size, shape, and amount (including measurement skills) to the activities of daily living.   |   |  |
|   |             | <u>Graduate Goal 4:</u> All graduates will use direct observation or personal experience to solve a problem or complete a task.  |   |  |
|   |             | <u>Graduate Goal 5:</u> All graduates will follow an object, picture, symbol, or a written routine.  |   |  |
| What All Students Should Know   |             | What All Students Should be Able to Do   | Learning Activities   |  |
| By the end of 5 <sup>th</sup> grade, the student will:<br><br>Match by shape.<br><br>Sort by shape.<br><br>Match by size.<br><br>Sort by size.<br><br>Show comprehension of same/different.<br><br>Discriminate between large and small.<br><br>Identify appropriate size item for cooking. |             | By the end of 5 <sup>th</sup> grade, the student will:<br><br>Goal 3 F-2 Apply strategies developed through instruction or observation to solve a problem or complete a task.<br><br>Goal 3 F-6 Participate in activities that provide opportunities for solving problems by developing solutions based on differing perspectives.<br><br>Goal 3 F-7 Select an appropriate strategy to address a problem or compete a task.<br><br>Goal 3 F-8 Make connections between an action and the consequences. | <b>TEACH Manual:</b><br>Volume I, Fall, Make a Thermometer, In My House, Candy Math<br>Volume II, Pumpkin Pizzazz, American Flag<br>Volume III, A-9, D-19, K-3, K-12<br><br><b>Computer Assisted Instruction:</b><br>Circus Times Tales®<br>Millie's Math House®<br>Bailey's Book House®<br><br><b>Assistive Technology:</b><br>Touch Window®<br>IntelliKeys®<br>Switch<br>KE:NX® |  |
| Assessment of Student Performance: How the student performance will be assessed.  |             |  |   |  |



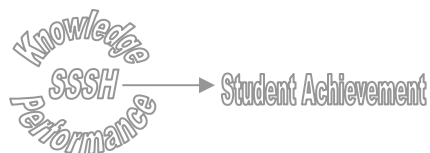
|   |             |  |   |  |
|---|-------------|--|---|--|
| Grades<br>6-8   | Mathematics | <u>Show-Me Standard:</u> M2 Geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes.  |   |  |
|   |             | <u>Alternate Framework Standard:</u> FM-2 Applying basic concepts related to size, shape, and amount (including measurement skills) to the activities of daily living.   |   |  |
|   |             | <u>Graduate Goal 4.</u> All graduates will use direct observation or personal experience to solve a problem or complete a task.  |   |  |
|   |             | <u>Graduate Goal 5.</u> All graduates will follow an object, picture, symbol, or a written routine.  |   |  |
| What All Students Should Know   |             | What All Students Should be Able to Do   | Learning Activities   |  |
| By the end of 8 <sup>th</sup> grade, the student will:<br><br>Demonstrate discrimination of size.<br><br>Match measurement tool needed for amount needed in recipe.<br><br>Discriminate between similar and dissimilar items. |             | By the end of 8 <sup>th</sup> grade, the student will:<br><br>Goal 1 F-6 Ask questions to gain information or explore ideas.<br><br>Goal 3 F-3 Apply strategies developed through personal experience to solve a problem or complete a task. | <b>TEACH Manual:</b><br>Volume I, When is it done?, Apple Fractions, In MY House<br>Volume II, Collage Math, Turkey Hunt Math, Pumpkin Sort, Funny Face Match Up, Pumpkin Patch Visit<br>Volume III, C-11, E-3<br><br><b>Computer Assisted Instruction:</b><br>Claris Works®<br>Millie’s Math House®<br>Think’n Things II®<br><br><b>Assistive Technology:</b><br>Touch Window®<br>IntelliKeys®<br>Switch<br>KE:NX® |  |
| Assessment of Student Performance: How the student performance will be assessed.  |             |  |   |  |



|  |             |  |  |  |
|--|-------------|--|--|--|
| Grades<br>9-12   | Mathematics | <b>Show-Me Standard:</b> M2 Geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes.  |  |  |
|  |             | <b>Alternate Framework Standard:</b> FM-2 Applying basic concepts related to size, shape, and amount (including measurement skills) to the activities of daily living.   |  |  |
|  |             | <b>Graduate Goal 4:</b> All graduates will use direct observation or personal experience to solve a problem or complete a task.  |  |  |
|  |             | <b>Graduate Goal 5:</b> All graduates will follow an object, picture, symbol, or a written routine.  |  |  |
| What All Students Should Know  |             | What All Students Should be Able to Do   | Learning Activities  |  |
| By the end of the 12 <sup>th</sup> grade, the student will:<br><br>Sequence by size to perform daily living, vocational, community, & leisure tasks.<br><br>Sequence by shape to perform daily living, vocational, community, & leisure tasks.<br><br>Use concepts related to amounts to perform daily living, vocational, & community tasks.<br><br>Select and use correct measurement tool to complete a task. |             | By the end of the 12 <sup>th</sup> grade, the student will:<br><br>Goal 1 F-8 Participate in activities involving organizing information into useful forms.<br><br>Goal 1 F-10 Generalize acquired skills across environments.<br><br>Goal 3 F-7 Select an appropriate strategy to address a problem or complete a task.<br><br>Goal 3 F-8 Make connections between an action and its consequences.<br><br>Goal 4 F-1 Indicate a decision (choice) when given two or more options. | <b>TEACH Manual:</b><br>Volume I, Dress It Up<br>Volume III, B-5, B-14, D-19, H-9<br><br><b>Computer Assisted Instruction:</b><br>Think'n Things II®<br>Kid Pix Studio®<br><br><b>Assistive Technology:</b><br>Touch Window®<br>IntelliKeys®<br>Switch<br>KE:NX® |  |
| Assessment of Student Performance: How the student performance will be assessed.   |             |  |  |  |

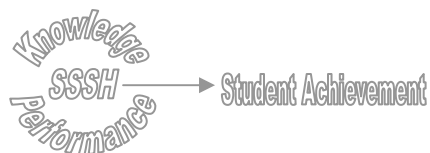


| Grades<br>K-5   | Mathematics  | <u>Show-Me Standard:</u> M3 Data analysis, probability, and statistics.  |   |
|---|--|--|---|
|   |  | <u>Alternate Framework Standard:</u> FM-3 Gathering and using quantitative information to predict future need or outcomes.   |   |
|   |  | <u>Graduate Goal 3:</u> All graduates will express personal feelings and self-advocate for immediate needs.  | <u>Graduate Goal 4:</u> All graduates will use direct observation or personal experience to solve a problem or complete a task. |
| What All Students Should Know   | What All Students Should be Able to Do   | Learning Activities  |   |
| By the end of 5 <sup>th</sup> grade, the student will:<br><br>Identify items needed to complete a task.<br><br>Recognize beginning and end. | By the end of 5th grade, the student will:<br><br>Goal 1 F-6 Recognize and interpret and make use of patterns and relationships in daily living.<br><br>Goal 1 F-8 Participate in activities involving organizing information into useful forms.<br><br>Goal 3 F-4 Use self-evaluation techniques after solving a problem or completing a task.<br><br>Goal 3 F-7 Select appropriate strategy to address a problem or complete a task. | <b>TEACH Manual:</b><br>Volume I, Winter, Fall<br>Volume II, Turkey Hunt, Collage Math, Turkey Soup, Count Your Cows, Corral Your Cows<br>Volume III, F-13<br><br><b>Computer Assisted Instruction:</b><br>Millie's Math House®<br>Bailey's Book House®<br><br><b>Assistive Technology:</b><br>Touch Window®<br>IntelliKeys®<br>Switch<br>KE:NX® |   |
| Assessment of Student Performance: How the student performance will be assessed.  |  |  |   |

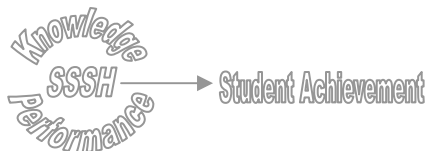




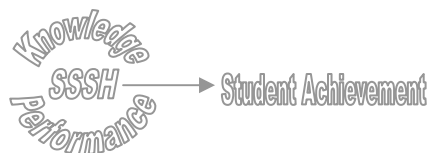
|   |             |   |   |  |
|---|-------------|---|---|--|
| Grades<br>6-8   | Mathematics | <u>Show-Me Standard:</u> M3 Data analysis, probability, and statistics.   |   |  |
|   |             | <u>Alternate Framework Standard:</u> FM-3 Gathering and using quantitative information to predict future need or outcomes.  |   |  |
|   |             | <u>Graduate Goal 3:</u> All graduates will express personal feelings and self-advocate for immediate needs.   |   |  |
|   |             | <u>Graduate Goal 4:</u> All graduates will use direct observation or personal experience to solve a problem or complete a task.   |   |  |
| What All Students Should Know   |             | What All Students Should be Able to Do  | Learning Activities   |  |
| By the end of 8 <sup>th</sup> grade, the student will:<br><br>Recognize basic periods of time.<br><br>Understand concept of next. |             | By the end of 8 <sup>th</sup> grade, the student will:<br><br>Goal 1 F-6 Recognize and interpret and make use of patterns and relationships in daily living.<br><br>Goal 3 F-3 Apply strategies developed through personal experience to solve a problem or complete a task.<br><br>Goal 3 F-8 Make connections between an action and its consequences. | <b>TEACH Manual:</b><br>Volume II, What Did Cowboys Eat?, American Cowboy, Thanksgiving<br>Volume III, C-9, F-13<br><br><b>Computer Assisted Instruction:</b><br>Think'n Things®<br>Millie's Math House®<br><br><b>Assistive Technology:</b><br>Touch Window®<br>IntelliKeys®<br>Switch<br>KE:NX® |  |
| Assessment of Student Performance: How the student performance will be assessed.  |             |   |   |  |



| Grades<br>9-12  | Mathematics | <u>Show-Me Standard:</u> M3 Data analysis, probability, and statistics.  |  |
|---|-------------|--|--|
|   |             | <u>Alternate Framework Standard:</u> FM-3 Gathering and using quantitative information to predict future need or outcomes.   |  |
|   |             | <u>Graduate Goal 3:</u> All graduates will express personal feelings and self-advocate for immediate needs.  | <u>Graduate Goal 4:</u> All graduates will use direct observation or personal experience to solve a problem or complete a task.  |
| What All Students Should Know   |             | What All Students Should be Able to Do   | Learning Activities  |
| By the end of 12 <sup>th</sup> grade, the student will:<br><br>Recognize regularly occurring periods of time. |             | By the end of 12 <sup>th</sup> grade, the student will:<br><br>Goal 1 F-6 Recognize and interpret and make use of patterns and relationships in daily living.<br><br>Goal 3 F-8 Make connections between an action and its consequences. | <b>TEACH Manual:</b><br>Volume I, When Is It Done?, Clothing Sort<br>Volume III, F-13, K-6<br><br><b>Computer Assisted Instruction:</b><br>Think'n Things II®<br><br><b>Assistive Technology:</b><br>Math Safari®<br>Touch Window®<br>IntelliKeys®<br>Switch<br>KE:NX® |
| Assessment of Student Performance: How the student performance will be assessed.                              |             |  |  |



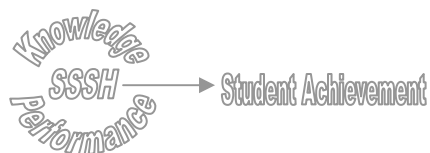
|  |             |   |   |  |
|--|-------------|---|---|--|
| Grades<br>K-5  | Mathematics | <b>Show-Me Standard:</b> M4 Patterns and relationships within and among functions and algebraic, geometric, and trigonometric concepts.   |   |  |
|  |             | <b>Alternate Framework Standard:</b> FM-4 Recognizing shapes and patterns in the environment using visual models.   |   |  |
|  |             | <b>Graduate Goal 3:</b> All graduates will express personal feelings and self-advocate for immediate needs.   |   |  |
|  |             | <b>Graduate Goal 4:</b> All graduates will use direct observation or personal experience to solve a problem or complete a task.   |   |  |
|  |             | <b>Graduate Goal 5:</b> All graduates will follow an object, picture, symbol, or a written routine.   |   |  |
| What All Students Should Know  |             | What All Students Should be Able to Do  | Learning Activities   |  |
| By the end of 5 <sup>th</sup> grade, the student will:<br><br>Identify safety signs.<br><br>Identify universal signs.<br><br>Follow a pattern to complete a simple task.<br><br>Follow a 4 step visual schedule.<br><br>Follow directions in sequence. |             | By the end of 5 <sup>th</sup> grade, the student will:<br><br>Goal 1 F-5 Attend and/or respond to written visual, and oral presentations and works.<br><br>Goal 1 F-6 Recognize and interpret and make use of patterns and relationships in daily living.<br><br>Goal 1 F-8 Participate in activities involving organizing information into useful forms. | <b>TEACH Manual:</b><br>Volume I, Seasons Kabob, Leaf Lotto, Colored Ice, Gift Bags, Winter Volume II, What Did Cowboys Eat<br>Volume III, D-19, E-7,F-13, I-5<br><br><b>Computer Assisted Instruction:</b><br>Millie’s Math House®<br>IntelliPics®<br>Kid Pix Studio®<br><br><b>Assistive Technology:</b><br>Touch Window®<br>IntelliKeys®<br>Switch<br>KE:NX® |  |
| Assessment of Student Performance: How the student performance will be assessed.   |             |   |   |  |



|   |             |   |   |  |
|---|-------------|---|---|--|
| Grades<br>6-8   | Mathematics | <b>Show-Me Standard:</b> M4 Patterns and relationships within and among functions and algebraic, geometric, and trigonometric concepts.   |   |  |
|   |             | <b>Alternate Framework Standard:</b> FM-4 Recognizing shapes and patterns in the environment using visual models.   |   |  |
|   |             | <b>Graduate Goal 3:</b> All graduates will express personal feelings and self-advocate for immediate needs.   |   |  |
|   |             | <b>Graduate Goal 4:</b> All graduates will use direct observation or personal experience to solve a problem or complete a task.   |   |  |
|   |             | <b>Graduate Goal 5:</b> All graduates will follow an object, picture, symbol, or a written routine.   |   |  |
| What All Students Should Know   |             | What All Students Should be Able to Do  | Learning Activities   |  |
| By the end of 8th grade, the student will:<br><br>Follow patterns to perform a variety of tasks.<br><br>Follow an established schedule. |             | By the end of 8th grade, the student will:<br><br>Goal 1 F-6 Recognize and interpret and make use of patterns and relationships in daily living.<br><br>Goal 3 F-2 Apply strategies developed through instruction or observation to solve a problem or complete a task. | <b>TEACH Manual:</b><br>Volume III, A-4, A-11, F-13, F-38, G-5, K-14<br><br><b>Computer Assisted Instruction:</b><br>Kix Pix Studio®<br><br><b>Assistive Technology:</b><br>Touch Window®<br>IntelliKeys®<br>Switch<br>KE:NX® |  |
| Assessment of Student Performance: How the student performance will be assessed.  |             |   |   |  |

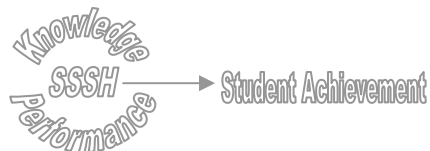
| <p><b>Grades<br/>9-12</b></p>  | <p><b>Mathematics</b></p>  | <p><b>Show-Me Standard:</b> M4 Patterns and relationships within and among functions and algebraic, geometric, and trigonometric concepts.</p> <p><b>Alternate Framework Standard:</b> FM-4 Recognizing shapes and patterns in the environment using visual models.</p> <p><b>Graduate Goal 3:</b> All graduates will express personal feelings and self-advocate for immediate needs.</p> <p><b>Graduate Goal 4:</b> All graduates will use direct observation or personal experience to solve a problem or complete a task.</p> <p><b>Graduate Goal 5:</b> All graduates will follow an object, picture, symbol, or a written routine.</p> |
|--|--|--|
| <p><b>What All Students Should Know</b></p>  | <p><b>What All Students Should be Able to Do</b></p>   | <p><b>Learning Activities</b></p>  |
| <p>By the end of 12<sup>th</sup> grade, the student will:</p> <p>Recognize and follow universal signs for safety and accessing the community.</p> <p>Adhere to visual directions to complete daily living, work and leisure activities.</p> <p>Follow and established daily routine.</p> | <p>By the end of 12th grade, the student will:</p> <p>Goal 1 F-8 Participate in activities involving organizing information into useful forms.</p> <p>Goal 3 F-8 Make connections between an action and its consequences.</p> <p>Goal 4 F-7 Identify and apply practices that preserve and enhance the safety and health of self and others.</p> | <p><b>TEACH Manual:</b><br/>Volume I, Newspaper Delivery<br/>Volume II, Sign Lotto, Time For Safety, Food Item Bingo<br/>Volume III, C-3</p> <p><b>Computer Assisted Instruction:</b><br/>Press Writer®</p> <p><b>Assistive Technology:</b><br/>Touch Window®<br/>IntelliKeys®<br/>Switch<br/>KE:NX®</p>   |
| <p>Assessment of Student Performance: How the student performance will be assessed.</p>  |  |  |

| <b>Grades<br/>K-5</b>  | <b>Mathematics</b>   | <p><b>Show-Me Standard:</b> M5 Mathematical systems (including real numbers, whole numbers, integers, fractions) geometry, and number theory (including primes, factors, multiples).</p> <p><b>Alternate Framework Standard:</b> FM-5 Using the relationships between whole numbers, fractions, and shapes to understand real-life concepts.</p> <p><b>Graduate Goal 3:</b> All graduates will express personal feelings and self-advocate for immediate needs.</p> <p><b>Graduate Goal 4:</b> All graduates will use direct observation or personal experience to solve a problem or complete a task.</p> <p><b>Graduate Goal 5:</b> All graduates will follow an object, picture, symbol, or a written routine.</p> |
|--|--|---|
| <b>What All Students Should Know</b>   | <b>What All Students Should be Able to Do</b>  | <b>Learning Activities</b>  |
| <p>By the end of 5<sup>th</sup> grade, the student will:</p> <p>Match activity to a pictorial symbol on a visual schedule.</p> | <p>By the end of 5<sup>th</sup> grade, the student will:</p> <p>Goal 1 F-6 Recognize and interpret and make use of patterns and relationships in daily living.</p> | <p><b>TEACH Manual:</b><br/>Volume I, Fall-Apple Factors, Candy Math, Spinning For Value<br/>Volume II, American Cowboy<br/>Volume III, F-10, F-23, K-8</p> <p><b>Computer Assisted Instruction:</b><br/>Millie's Math House®<br/>Kid Pix Studio®</p> <p><b>Assistive Technology:</b><br/>Touch Window®<br/>IntelliKeys®<br/>Switch<br/>KE:NX®</p>  |
| <b>Assessment of Student Performance:</b> How the student performance will be assessed.  |  |   |



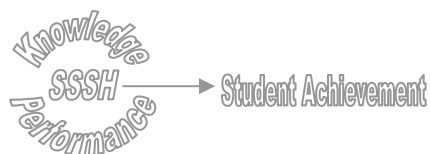
| <b>Grades<br/>6-8</b>   | <b>Mathematics</b>   | <p><b><u>Show-Me Standard:</u></b> M5 Mathematical systems (including real numbers, whole numbers, integers, fractions) geometry, and number theory (including primes, factors, multiples).</p> <p><b><u>Alternate Framework Standard:</u></b> FM-5 Using the relationships between whole numbers, fractions, and shapes to understand real-life concepts.</p> <p><b><u>Graduate Goal 3:</u></b> All graduates will express personal feelings and self-advocate for immediate needs.</p> <p><b><u>Graduate Goal 4:</u></b> All graduates will use direct observation or personal experience to solve a problem or complete a task.</p> <p><b><u>Graduate Goal 5:</u></b> All graduates will follow an object, picture, symbol, or a written routine.</p> |
|---|--|--|
| <b>What All Students Should Know</b>  | <b>What All Students Should be Able to Do</b>  | <b>Learning Activities</b>   |
| <p>By the end of 8<sup>th</sup> grade, the student will:</p> <p>Demonstrate a comprehension of the relationship between time and a liked activity or event.</p> | <p>By the end of 8th grade, the student will:</p> <p>Goal 1 F-8 Participate in activities involving organizing information into useful forms.</p> <p>Goal 3 F-3 Apply strategies developed through personal experience to solve a problem or complete a task.</p> <p>Goal 3 F-8 Make connections between an action and its consequences.</p> | <p><b>TEACH Manual:</b><br/>Volume I, Pumpkin Carving, Apple Fractions, All About Winter, Leaf Rainbow<br/>Volume III, F-13, F-15, F-20</p> <p><b>Computer Assisted Instruction:</b><br/>Think'n Things®</p> <p><b>Assistive Technology:</b><br/>Touch Window®<br/>IntelliKeys®<br/>Switch<br/>KE:NX®</p>  |
| <b>Assessment of Student Performance:</b> How the student performance will be assessed.   |  |  |

| <b>Grades<br/>9-12</b>  | <b>Mathematics</b>   | <p><b><u>Show-Me Standard:</u></b> M5 Mathematical systems (including real numbers, whole numbers, integers, fractions) geometry, and number theory (including primes, factors, multiples).</p> <p><b><u>Alternate Framework Standard:</u></b> FM-5 Using the relationships between whole numbers, fractions, and shapes to understand real-life concepts.</p> <p><b><u>Graduate Goal 3:</u></b> All graduates will express personal feelings and self-advocate for immediate needs.</p> <p><b><u>Graduate Goal 4:</u></b> All graduates will use direct observation or personal experience to solve a problem or complete a task.</p> <p><b><u>Graduate Goal 5:</u></b> All graduates will follow an object, picture, symbol, or a written routine.</p> |
|---|--|--|
| <b>What All Students Should Know</b>  | <b>What All Students Should be Able to Do</b>  | <b>Learning Activities</b>   |
| <p>By the end of 12<sup>th</sup> grade, the student will:</p> <p>Demonstrate a comprehension the relationship between time and a disliked activity.</p> <p>Use money to make a simple purchase.</p> | <p>By the end of 12th grade, the student will:</p> <p>Goal 1 F-10 Generalize acquired skills across environments.</p> <p>Goal 3 F-8 Make connections between an action and its consequences.</p> | <p><b>TEACH Manual:</b><br/>Volume I, Patriotic Fruit, Measuring, Fudge Sickles Mix<br/>Volume II, Time for Safety<br/>Volume III, F-38, F-40</p> <p><b>Computer Assisted Instruction:</b><br/>IntelliPics®</p> <p><b>Assistive Technology:</b><br/>Touch Window®<br/>IntelliKeys®<br/>Switch<br/>KE:NX®</p>   |
| <b>Assessment of Student Performance:</b> How the student performance will be assessed.   |  |  |

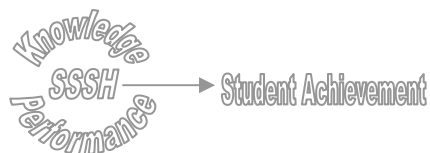




| Grades<br>K-5  | Mathematics | <u>Show-Me Standard:</u> M6 Discrete mathematics (such as graph theory, counting techniques, matrices).   |   |  |
|--|-------------|---|---|--|
|  |             | <u>Alternate Framework Standard:</u> FM-6 Using comparison, sequencing, counting and classifying to solve problems related to daily living.   |   |  |
|  |             | <u>Graduate Goal 2:</u> All graduates will indicate a choice when given two or more options.  |   |  |
|  |             | <u>Graduate Goal 4:</u> All graduates will use direct observation or personal experience to solve a problem or complete a task.   |   |  |
| What All Students Should Know  |             | What All Students Should be Able to Do  | Learning Activities   |  |
| By the end of the 5 <sup>th</sup> grade, the student will:<br><br>Classify objects by physical attributes.<br><br>Use simple sequencing. |             | By the end of the 5th grade, the student will:<br><br>Goal 1 F-7 Differentiate between correct and incorrect information.<br><br>Goal 1 F-10 Generalize acquired skills across environments.<br><br>Goal 3 F-2 Apply strategies developed through instruction or observation to solve a problem or complete a task. | <b>TEACH Manual:</b><br>Volume I, Where Does It Go, To Eat or Not To Eat<br>Volume II, What Did Cowboys Eat<br>Volume III, C-1, C-9, F-13, G-5<br><br><b>Computer Assisted Instruction:</b><br>Millie's Math House®<br>Think'n Things®<br><br><b>Assistive Technology:</b><br>Touch Window®<br>IntelliKeys®<br>Switch<br>KE:NX® |  |
| Assessment of Student Performance: How the student performance will be assessed.   |             |   |   |  |



|   |             |  |  |   |
|---|-------------|--|--|---|
| Grades<br>6-8   | Mathematics | <u>Show-Me Standard:</u> M6 Discrete mathematics (such as graph theory, counting techniques, matrices).  |  |   |
|   |             | <u>Alternate Framework Standard:</u> FM-6 Using comparison, sequencing, counting and classifying to solve problems related to daily living.      |  |   |
|   |             | <u>Graduate Goal 2:</u> All graduates will indicate a choice when given two or more options.   |  |   |
|   |             | <u>Graduate Goal 4:</u> All graduates will use direct observation or personal experience to solve a problem or complete a task.                  |  |   |
| What All Students Should Know   |             | What All Students Should be Able to Do   |  | Learning Activities   |
| By the end of 8 <sup>th</sup> grade, the student will:<br><br>Select correct instrument to measure items.<br><br>Use simple classification systems (size, etc.).<br><br>Use basic comparisons (weight, size, price, etc.).<br><br>Have knowledge of counting. |             | By the end of 8 <sup>th</sup> grade, the student will:<br><br>Goal 3 F-7 Select an appropriate strategy to address a problem or complete a task. |  | <b>TEACH Manual:</b><br>Volume I, Measuring<br>Volume III, C-1, C-13, D-5, G-8, K-12<br><br><b>Computer Assisted Instruction:</b><br>Think n’ Things®<br>Kid Pix Studio®<br><br><b>Assistive Technology:</b><br>Touch Window®<br>IntelliKeys®<br>Switch<br>KE:NX® |
| Assessment of Student Performance: How the student performance will be assessed.  |             |  |  |   |



|  |             |   |  |  |
|--|-------------|---|--|--|
| Grades<br>9-12   | Mathematics | <u>Show-Me Standard:</u> M6 Discrete mathematics (such as graph theory, counting techniques, matrices).   |  |  |
|  |             | <u>Alternate Framework Standard:</u> FM-6 Using comparison, sequencing, counting and classifying to solve problems related to daily living.   |  |  |
|  |             | <u>Graduate Goal 2:</u> All graduates will indicate a choice when given two or more options.  |  |  |
|  |             | <u>Graduate Goal 4:</u> All graduates will use direct observation or personal experience to solve a problem or complete a task.   |  |  |
| What All Students Should Know  |             | What All Students Should be Able to Do  | Learning Activities  |  |
| By the end of 12 <sup>th</sup> grade, the student will:<br><br>Gather items needed to complete task or activity.<br><br>Follow sequence to complete task or an activity. |             | By the end of 12th grade, the student will:<br><br>Goal 1 F-8 Participate in activities involving organizing information into useful forms.<br><br>Goal 3 F-7 Select an appropriate strategy to address a problem or complete a task. | <b>TEACH Manual:</b><br>Volume I, In My House<br>Volume III, B-13, C-1, C-11<br><br><b>Computer Assisted Instruction:</b><br>Think'n Things II®<br>IntelliPics®<br><br><b>Assistive Technology:</b><br>Touch Window®<br>IntelliKeys®<br>Switch<br>KE:NX® |  |
| Assessment of Student Performance: Performance tasks, student performance data, application task   |             |   |  |  |

